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ABSTRACT

The report presents a narrative containing over 20 generalizations about the effectiveress of economic education in senior high schools. Policy Studies in Education, a department of the Educational Research Council of America, conducted a 14-step review of research in order to develop the generalizations. The process involved collection and review of existing research, development of 27 working propositions and a working bibliography, review of the working papers by specialists and generalists, and revision of the working papers to accommodate additional citations by reviewers. The resulting generalizations represent the best understanding of what the research literature says. Among the generalizations are statements that senior high students learn little economics without formal courses; with economics courses students acquire economic knowledge and become more conservative; student learning increases in proportion to the amount of teacher training; and superior teaching methods include those that make the content relevant to students' lives. The pamphlet of working propositions covers areas of student characteristics, course types, and teacher training. The working bibliography contains over 600 titles of evaluation and research studies dealing with economic education from the elementary through postsecondary levels of schooling. (Author/AV)

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EFFECTIVENESS OF ECONOMIC EDUCATION IN SENIOR HIGH SCHOOLS

1976

Prepared under a grant from
SMITH RICHARDSON FOUNDATION, INC., Greensboro, North Carolina

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A Department of Educational Research Council of America

SO 010 231

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ACKNOWLEDGMENTS

The primary research tools used in making this study were a set of Working Propositions and a Working Bibliography.

The Working Propositions were drawn largely from individual research reports and from research summaries prepared by George Dawson, Arthur Welsh, Darrell Lewis, and Charles Orvis. We acknowledge our debt to these researchers but we absolve them of any responsibility for our treatment of their findings.

The Working Bibliography was compiled largely from the work of George Dawson, Acting Dean, Empire State College, State University of New York. Dr. Dawson was formerly Director of Research and Publications at the Joint Council on Economic Education in New York City and formerly Director, Center for Economic Education, New York University. Dr. Dawson's exhaustive collection of literature and his extremely cooperative spirit were invaluable to the conduct of our work.

We received valuable assistance from many specialists in economic education who guided our approach to the field and nominated individuals and organizations who should be sent the Working Propositions and the Working Bibliography. Both the American Economic Association and the Joint Council on Economic Education as well as other organizations supplied names and addresses for distributing the working documents.

Professor Donald R. Wentworth of Pacific Lutheran University in Tacoma, Washington, and Professor W. Lee Hansen of the University of Wisconsin at Madison graciously invited us to attend the National Conference on Needed Research and Development in Pre-College Economic Education, a conference supported by the National Science Foundation

held in New Orleans in February, 1976.

The Working Propositions and the Working Bibliography were distributed to a large group of reviewers so that they could examine the generalizations we had drawn from some of the research studies listed in the bibliography. Four special reviewers were singled out and retained as consultants for in-depth reviews of the research findings and the research base and a large number of general reviewers were offered an opportunity to do the same. Both groups are listed on the following page. However, this is not meant to imply that any of the reviewers necessarily agree with each one of our findings. They have had no opportunity to review this final report itself. We are indebted to them for their careful study and time.

Finally, we are grateful for the grant from the Smith Richardson Foundation, Inc. of Greensboro, North Carolina which provided the financial support for this undertaking. We also acknowledge the personal interest, support, and ideas of R. Randolph Richardson, President, and staff members Barry Bruce-Briggs, Leslie Lenkowsky, and Patricia McIver.

Invited Reviewers

The following individuals and/or organizations were invited to review both the Working Propositions and the Working Bibliography, which were the primary research tools used in this study. Special reviewers were retained as paid consultants to make an in-depth examination of the research findings and the research base while the general reviewers were invited to contribute whatever time they had available to examine the findings and underlying research.

Neither group of reviewers necessarily subscribes to each of the generalizations about economic education which appear in this final report. None of the reviewers had an opportunity to examine the final manuscript.

Special Reviewers

- William E. Becker, Jr.--University of Minnesota, Minneapolis
- George G. Dawson--Empire State College, State University of New York, Old Westbury
- Phillip Saunders--Indiana University, Bloomington
- Norman Townshend-Zellner--California State University, Fullerton

General Reviewers

- Joint Council on Economic Education Personnel
    - Officers and Staff
    - Executive Committee

  - Affiliate Center Directors
  - Associate Center Directors
  - DEEP Project Directors
- Federal Government Officials
  - U. S. Office of Education
  - National Institute of Education
  - National Science Foundation
  - Department of Labor
- State Education Department Social Studies Specialists
- Staffs of Professional Associations such as:
  - American Economic Association
  - Social Science Education Consortium
  - American Education Research Association
- Staffs of Philanthropic Foundations Supporting Economic Education
- Staffs of Companies Supporting Economic Education
- Authors of Economics Textbooks
- Publishers of Economics Textbooks
- University Professors and Researchers
- Local School District Social Studies Specialists

INTRODUCTION

In the fall of 1975 the Smith Richardson Foundation, Inc. circulated a Request for Proposals: Evaluation of Economic Education Efforts. The Request stated that the massive efforts now underway in economic education were matched by an equally massive absence of evidence as to whether such efforts produce economic knowledge.

The Foundation granted funds to Policy Studies in Education (PSE), a Department of the Educational Research Council of America, to make a search of previous studies of economic education in senior high schools (grades 10-12).

PSE decided to limit its findings to well-supported generalizations from the best available research literature rather than reporting professional opinion about what effects economic education does have or should have, rather than offering its own opinions about what effects economic education does have or should have, and rather than introducing any of the Foundation's opinions about what effects economic education does have or should have.

The statements made in this report about the effectiveness of economic education in senior high schools (grades 10-12) represent PSE's best understanding of what the research literature says, uncolored by any other influences.

Those statements appear in the form of generalizations. In the interest of simplicity and clarity, the generalizations are not embellished with the kinds of qualifications and reservations which appropriately appear in reviews of research. None of the generalizations are perfectly supported by the available research; indeed, there are many conflicting studies.

None of the generalizations express the nuances of meaning and the reservations about their application which usually appear in reviews of research. None of them are so firmly established that future research may not undercut them and establish others in their place.

What they are is simply the best of what we now know based on the best available research.

We wish that more and better research were available to guide decisions about economic education and we strongly endorse expanded support for economic education research toward that end.

This report is not intended as a technical review to guide the research community. Instead, it offers research-based generalizations for those who must make decisions about economic education.

PSE has interpreted the generalizations and has suggested some of the implications they seem to us to have for decision makers. We encourage readers to interpret the generalizations and to derive their implications for themselves.

PROCEDURES

PSE used the following steps in conducting its review of existing research dealing with the effectiveness of economic education in senior high schools:

1. Collected and reviewed existing bibliographies of economic education evaluation and research studies.
2. Collected and reviewed existing summaries of economic education evaluation and research studies.
3. Collected and examined individual evaluation and research studies of economic education in senior high schools.
4. Wrote 27 generalizations about economic education in senior high schools and published them as Working Propositions.
5. Compiled a bibliography of some 650 titles of evaluation and research studies dealing with economic education from the elementary through postsecondary levels of schooling and published them as a Working Bibliography.
6. Compiled lists of highly qualified special reviewers and general reviewers familiar with evaluation and research in economic education.
7. Asked both the special reviewers and the general reviewers to confirm, refute, modify, or supplement the Working Propositions and to document any changes in the propositions by references to relevant research. (A sample page from the Working Propositions containing one of the propositions appears on page 9. An additional sample page from the same document soliciting additional propositions appears on page 10.)
8. Asked both the special reviewers and the general reviewers to supplement the Working Bibliography and to correct any inaccuracies when responding to the propositions.
9. Examined reviewers' responses to the Working Propositions and to the Working Bibliography.
10. Collected additional evaluation and research studies cited by the reviewers.
11. Modified the Working Propositions on the basis of the additional studies, cited those studies, and added them to

the Selected Bibliography which appears in this final report.

12. Compiled a Selected Bibliography consisting of 95 titles of documents supporting the final generalizations. (The generalizations consisted of the modified propositions.)

13. Constructed a framework for decision makers to allow them to make a systematic review of economic education programs, using research-based generalizations, and noting topics on which research-based evidence was and was not available.

14. Wrote this final report containing a set of generalizations and a Selected Bibliography underpinning them.

1. Students who have not had economic education know little about economics.

SOURCES OF EVIDENCE:

Schwartz, 1969

Holbo, 1971

~~Nelson, 1971~~ irrelevant!

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☒ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition:

SAMPLE

③ Uncited Evidence:

☒ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition:

Please either
- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

Joint Council, 1974

Boddy, Edward S. and Thomas S. Tocco, "The Relationship Between Economic Understanding and the Social Studies Curriculum." THE JOURNAL OF ECONOMIC EDUCATION. New York, New York Spring, 1974.

DO YOU HAVE AN ADDITIONAL PROPOSITION ?

TOPIC:____

PROPOSITION:____

SOURCES OF EVIDENCE:

Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

1.____

2.____

3.____

4.____

USING THE RESULTS

Organizations and individuals interested in improving economic education in high schools will find the generalizations and the accompanying discussion in the following chapter helpful in guiding their decisions. Specifically, the generalizations can be used as general research-based "filters" for identifying promising programs. After a new program has been instituted, an evaluation can be conducted to determine whether it is successful.

Using the Generalizations to Identify Promising Programs

An economic education program is a specific set of elements intended to produce the learning of economics. Since the relations between the program elements and learning have been established through previous research--partly through general education research and partly through economic education research--it is possible to use statements about those relations as a means of identifying promising programs. That is, a promising program is one which uses the best program elements, the elements shown by previous research to be related to learning. Thus, each generalization can be used as a "filter."

A combination of previous research in economic education and previous research in general education indicates that program elements can be ranked roughly in the following order of importance as influences on economic learning in grades 10-12:

ECONOMIC EDUCATION PROGRAM ELEMENTS

- students
- knowledge
- attitudes
- teachers
- times
- methods
- materials
- places

ECONOMIC LEARNING

- knowledge
- attitudes

That is, the most important determinant of learning is the characteristics of the students themselves, while the least important determinant is the physical facilities in which the students are taught.

The next chapter contains generalizations about how each separate program element is related to learning. Those generalizations deal with what kinds of senior high school students learn what amounts of economics with what kinds of teachers using what methods and materials at what times and places.

FINDINGS AND IMPLICATIONS

This chapter consists of research-based generalizations about the relation of economic education programs to economic learning in senior high schools (grades 10-12).

The chapter opens with generalizations about the effects of economic education programs as a whole on the learning of economics. It continues with a discussion of the relation of specific elements in such programs to economic learning.

Both sets of generalizations are followed by PSE's interpretation of their implication for decision makers.

Each generalization is followed by a parenthetical citation of relevant research literature. The numbers in parentheses refer to entries in the Selected Bibliography appearing in Appendix C.

The original Working Propositions which were modified slightly to produce the generalizations in this chapter appear in Appendix B.

The Relation of Economic Education Programs to Economic Learning

Previous research studies supply a number of well-substantiated generalizations about the overall effect of economic education programs on economic learning. Those relationships are summarized in the following paragraphs.

Students Without Economics Courses. High school students in grades 10-12 who have not had economic education know little about economics (1). The little that they do know is related to certain of their personal characteristics. Their knowledge increases as they increase in scholastic ability, socioeconomic level, and age. Moreover, boys know more about economics than girls (2).

Students With Economics Courses. Economic education increases students' economic knowledge (3). It also affects their attitudes toward economic topics and issues (4), causing them to lean toward the views of trained economists (5) and to develop more conservative attitudes (6).

Students who studied economics in high school get higher test scores than other students in their first economics course in college (7). They start the college course ahead of other students and they finish ahead of other students (even though they actually learn less during the course, probably because they have already learned much of the course content in high school) (8).

PSE's Interpretation. High school students cannot be expected to learn much economics from other school courses or from their families, friends, television, radio, and newspapers. If they are to learn economics, they must be taught economics directly.

High school students can be taught economics but present programs teach them less than they will learn about economics if they go to college and elect economics courses. However, many students who go to college do not elect economics courses and many other students do not go to college at all. Both groups would have to be taught economics in high school if they are to learn it.

Increasing the knowledge of high school students about economic topics and issues will simultaneously change their attitudes both toward further study of economics as a discipline and toward matters of economic policy. This is in keeping with the findings of general educational research: acquiring knowledge about a topic changes attitudes toward it.

The Relation of Economic Education Program Elements to Economic Learning

Previous research studies supply a number of well-substantiated generalizations about the relation of specific economic education program elements to economic learning. In addition, previous general education research (not related specifically to economic education) supplies a number of generalizations which are probably applicable to the learning of economics. The following sections summarize the relation between specific aspects of the economic program elements and economic learning, on the basis of economic education research or general education research or both.

Students. The kind of students in an economic education program is the primary determinant of how much learning that program will produce. Previous research indicates that the student characteristics described below are firmly related to learning.

High school students in grades 10-12 learn more from economic education programs if they have high intelligence (10), scholastic aptitude (11), previous grades in school (12), and socioeconomic status (9). And, as would be expected from those findings, students enrolled in academic programs learn more economics from a given course than students enrolled in vocational programs (13).

In short, the ability of students to learn is the primary determinant of how much they will learn. Student ability can be measured with intelligence and aptitude tests or by noting students' previous grades, socioeconomic backgrounds, or enrollment in academic curricula. Those are all indicators of ability to learn.

Students aged 15 to 17 who study economics learn economic knowledge and develop attitudes toward economic issues (15). However, older students learn more economics from a given course than younger students (16).

Those findings are fully in keeping with the larger body of research on all kinds of learning in school as well as all kinds of learning outside of school. It is exactly what would be expected and should continue to show up in future studies.

PSE's Interpretation. No program is likely to be equally effective for high ability and for low ability students, for older and for younger students.

If the objective is simply to maximize student learning in relation to the cost of economic education, only high ability, older students should be enrolled. (The same is true for all education programs.)

If the objective is to equalize economic learning among all kinds of students, disproportionate amounts of money and instructional time will be needed for low ability, younger students.

Knowledge. Previous research studies have not reported the match between the economic knowledge taught in a program and the economic knowledge learned by students. While this point at first seems so obvious as to need no attention, since presumably what is taught in the course is what is tested by the final examination (and by any other evaluation instrument), it is actually such an important consideration that it ranks second only to student characteristics as an influence on learning.

There is a body of general education research to indicate that whether something is learned depends heavily on whether it was taught in the course. That finding arises from studies in which different programs are evaluated with a common test. This has frequently been the case in economic education research, where instruments such as the commercially-published, nationally-standardized Test of Economic Understanding have been used to evaluate many different high school economic programs.

The studies show that while course content may match the final examination given by the teacher to assign grades, that content does not necessarily match the common test used to evaluate the course. It follows that students get higher scores when course content matches test content.

PSE's Interpretation. If the objective is to have students learn certain economic knowledge, it is essential that the knowledge be included in the content of the course(s) they study.

If economic efficieny is being sought as well as economic learning, the course content can be limited to the most valuable content.

In evaluating economic education, it is essential to see whether the program contains the economic content being tested.

Attitudes. There are few rigorous research studies of the relation between attitudes transmitted in economic education courses and attitudes learned by students. This is true for attitudes toward economics as a field of study and toward matters of economic policy.

PSE's Interpretation. While previous research studies have not reported the match between economic attitudes taught and economic attitudes learned, it is actually a very important consideration if those responsible for the course want to transmit certain attitudes either toward the study of economics or toward economic policies. Moreover, unless any attitudes taught match any attitudes measured by the evaluation instrument, the result of the evaluation will be misleading. The two must match.

There is another special consideration with respect to attitude formation. General education research indicates that attitudes tend to change as knowledge increases. For example, attitudes toward a field of study usually change as students learn more about it. Or, to take another example, students develop more sophisticated insights into problems as their knowledge increases, with the result that their opinions about solutions shift. Thus high school students who learn economics will tend to develop views about economic policies even if no policies are advocated in their courses.

If the objective is to have students acquire certain attitudes, those attitudes should be included in the content of the course(s) they study. Even if attitudinal change is not the direct intent of the teaching, students' attitudes can be expected ti shift as they learn more. Inasmuch as economists themselves tend to develop strong views about desirable government economic policies--perhaps because they have so much knowledge about it--their views will probably be communicated to the students by teachers of economics.

Teachers. Previous research in economic education has not identified any specific characteristics of teachers as being related to how much economics their students learn. While teacher training does not rank in importance with student characteristics (or presumably with the economic knowledge and attitudes taught in the program) it nevertheless should be taken into account. The following paragraphs summarize what is now known about teacher training.

Teachers in grades 10-12--including teachers of such subjects as social studies and business, who are likely to teach whatever economics the curriculum offers, if any--know little about economics (22).

Even so, it is not *essential* to train teachers in economics and/or in how to teach economics before they work with high school students. Students will learn even if their teachers are given no training, so long as the teachers are given instructional materials to use with the students (23). *However*, the more training high school teachers get in economics (24) and/or in how to teach economics (27), the more their students learn.

PSE's Interpretation. Given the fact that high school teachers know little about economics, it is essential that--if they are not to be trained in economics and/or in how to teach economics--they must be given instructional materials (such as textbooks) for their students which contain all the economics they are to teach plus descriptions of any special teaching techniques needed. (It seems apparent that teachers frequently learn economics and/or how to teach economics by studying the materials their students are studying.

Previous research has not established whether the cost/benefit ratio for teacher training is more favorable than the cost/benefit ratios for alternative ways of improving economic education, such as producing better materials or extending instructional time for students. In the absence of solid evidence, a possible minimum criterion for satisfactory teacher training--at least in the content of economics--would be the amount of training teachers need to obtain a perfect score on a comprehensive test of the economics contained in their own students' instructional materials.

Times. Previous research studies in economic education have not examined the relation between the amount of instructional time and the amount of student learning. However, general education research has established that learning increases in direct proportion to the amount of instructional time. That generalization, like all others in this report, has its exceptions. And it does entail certain assumptions, such as the assumption that the students have sufficient ability to learn whatever is being taught. When a set of such reasonable assumptions are met, student learning can be expected to increase in proportion to instructional time.

PSE's Interpretation. Other things being equal, longer economic education programs will teach more economics than shorter ones.

It is, of course, possible for one course to teach a given amount of economics in less time than another course, in which case the shorter would have a better cost/benefit ratio. But, inasmuch as content tends to increase with course length, those interested in economic education should look more favorably on longer programs.

Methods. Much educational research has to do with teaching methods. The same is true of research in economic education. The findings of that research are summarized in the following paragraphs.

Economics can be taught in separate high school courses (18) or it can be taught as a part of courses such as business, industrial arts, history, or problems of deomcracy (19). There is no evidence to indicate that an identical number of instructional hours devoted to economics in separate courses and in integrated courses produces different amounts of learning.

Class size does not have any systematic effect on how much economics students learn: they learn as much in small classes as in large classes but no more.

Many methods of teaching economics are equally effective: lectures, textbooks, discussions, games, problem-solving exercises, programmed instruction, audio-visual instruction, television, and so on (20).

However, one aspect of teaching method is superior to others: students do learn more when the economics taught is related to problems they see as meaningful in their own lives (21).

These findings are in line with an enormous body of previous education research extending over many years, which indicates that knowledge can be taught separately or combined with other knowledge, that class size is not reliably connected with learning, and that many pedagogical methods work equally well. The same body of general education research indicates that if students find instructional programs meaningful, they learn more.

There is a large body of general education research--neither confirmed nor disconfirmed by economic education research--indicating that students learn more if teachers use a variety of teaching methods. The reasons for this well-established generalization have not been fully determined. It may be that teachers must use a variety of methods simply to reach all individuals in their classes, some of whom learn better from one method than from another. Or it may be that most students find the uniform use of one method to be tiring and are stimulated by variety. Or it may be that some facts or concepts are best communicated by certain methods while other facts or concepts are best transmitted by other methods. Or it may be that teachers who use a variety of methods are simply more energetic or more enthusiastic about teaching and that it is their energy or enthusiasm that affects learning favorably rather than their large repertoire of methods.

PSE Interpretation. An economic education program which makes economics more meaningful to high school students than other programs is likely to be more effective. However, even meaningfulness cannot be counted on to produce a major difference in student learning.

Economic education programs using a variety of instructional methods are more effective than those using single methods. Thus varied programs should be chosen in preference to uniform programs.

Any other claim to methodological superiority--such as a claim that because a program uses films rather than lectures or games rather than textbooks--can be rejected as lacking the support of previous research.

That is, it is unlikely that one economic education program will work better than another because it teaches economics separately or combines it with other subjects, because it calls for instruction in small groups rather than large groups, or because it uses any specific method of teaching.

Materials. Instructional materials are ordinarily employed as an integral part of instructional methods. Consequently, what is true of methods is true of materials: that is, many materials work equally well.

There is, however, one key aspect of instructional materials used by students that deserves re-emphasis. It is this: inasmuch as high school teachers know little about economics, the only reliable way to get economic information to students is to incorporate it into the instructional materials such as textbooks that the students themselves will actually use during the course. Moreover, student materials are the one set of materials that teachers themselves can reliably be expected to read. The same cannot be said, for example, of the teachers' guides written to help teachers use the student materials.

PSE's Interpretation. No economic education program can claim to be better simply because the form of its instructional materials is superior to alternative forms. That is, there is no reason to expect that books will work better than films, or television better than programmed materials.

On the other hand, an economic education program can base a claim to superiority on the economic content of its instructional materials. If that content is more substantial or more accurate or for some other reason preferable to the content of other instructional materials, that claim should be of special interest to those interested in economic education, for reasons given earlier.

Places. There has been little previous economic education research--and not much more general education research--addressed to whether the physical facilities in which instruction occurs has any relation to how much students learn. While considerable money, effort, and debate have been dedicated to the design and construction of school buildings and to equipping the classrooms within them, there is virtually no research evidence to indicate that learning is affected by the place where it occurs.

This may be because all school facilities, at least in recent decades, have been at a satisfactory minimum in providing safety, comfort, and convenience for teachers and students. If so, variation above that minimum would not improve learning.

Presumably, the lack of research interest in place as a variable arises from the fact that there are no learning theories and there is little practical experience leading to a hypothesis that the place where learning occurs has any significant effect on it.

FSE's Interpretation. No economic education program can claim that the physical facility in which it will occur is superior to other physical facilities for economic education. At the minimum, there is no research base to support such a claim.

Summary of Research Findings

The results of some 200 economic education studies examined by PSE are summarized briefly and without qualification in the paragraphs below.

Economics Learning Without Economics Courses. Without economics courses, senior high school students learn little economics. Boys and older students of high ability and high socioeconomic level learn more than their opposites.

The Effects of Programs. With economics courses, senior high school students acquire economic knowledge, become more conservative, and shift their opinions toward the views of trained economists. They carry part of what they have learned into college and score higher on economics tests when they arrive.

The Effects of Specific Program Elements. Older high school students of high ability and high socioeconomic level learn more from studying economics than their opposites. The knowledge they acquire is limited to that contained in the course, particularly in the student instructional materials, and the attitudes they acquire tend to be derived from that knowledge or from attitudes available in the classroom.

Although teacher training is not necessary, student learning increases in proportion to the amount of teacher training, probably because most high school teachers know little about economics and need to be trained both in economics and in how to teach it.

Other things being equal, students learn more from longer economic education programs than from shorter ones.

The only teaching methods superior to others are those that make economics meaningful to students in their own lives and those that use a variety of teaching techniques and materials; the only instructional materials superior to others are those that contain the precise economic content students are to learn. The physical facilities in which economic education is conducted are of no consequence in student learning.

Using the research-confirmed elements of economic education as filters for selecting promising programs in senior high schools produces the following set of decision guides:

Program Element	Desirable Characteristics
Students	• Higher ability • Higher socioeconomic level • Older
Knowledge	• Specific knowledge incorporated
Attitudes	• Specific attitudes incorporated
Teachers	• Training provided in economics • Training provided in how to teach economics
Times	• Longer
Methods and Materials	• Meaningful to students • Varied
Place	• Irrelevant

APPENDIX A

BIBLIOGRAPHIC REFERENCES

Numbers Appearing in Text[*]	Bibliographic References
(1).	6, 10, 19, 24, 26, 32, 46, 51, 52, 64, 72, 81, 83, 86.
(2).	2, 5, 6, 9, 12, 14, 26, 27, 35, 38, 40, 44, 61, 74, 85, 93.
(3).	6, 10, 11, 17, 19, 23, 26, 32, 35, 40, 46, 48, 52, 53, 56, 61, 62, 63, 64, 69, 73, 80, 81, 85, 86, 91(neg.).[**]
(4).	7, 21, 23, 28, 42, 59, 71, 73, 76, 84, 88, 94.
(5).	42.
(6).	27, 60, 84, 86.
(7).	26, 38(neg.), 39, 41(neg.), 57, 61, 64, 74, 77, 80, 82, 92.
(8).	26, 64, 80, 92(neg.).
(9).	2, 12, 19(neg.), 38, 40, 43, 51, 69, 86, 95.
(10).	18, 43, 44, 45, 47, 48, 53, 95.
(11).	15, 19, 41, 47, 60, 61, 64, 86, 89, 90, 91.
(12).	38, 43, 44, 45, 48, 95.
(13).	12, 43, 44, 45, 86.
(14).	14(neg.), 35, 44(neg.), 45(neg.), 47, 48, 69.[***]
(15).	1, 6, 10, 13, 23, 24, 26, 32, 34, 43, 46, 51, 52, 63, 64, 66, 81, 83, 86.
(16).	43, 44, 45, 59.

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[*] These numbers also correspond to the numbers of the original working propositions as displayed in Appendix B.

[**] "neg." indicates that the cited study contradicts the generalization.

[***] This working proposition was withdrawn in the light of contradictory evidence supplied by the reviewers.

Numbers Appearing in Text	Bibliographic References
(17).	21, 32, 35, 38, 58, 70, 92.
(18).	23, 35, 43, 44, 52, 62.
(19).	8, 11, 19, 31, 33, 35, 44, 45, 50, 62, 63, 65, 79, 81, 87.
(20).	3, 4, 5, 15, 16, 18, 20, 21, 22, 28, 29, 42, 49, 54, 55, 63, 69, 75, 78, 95.
(21).	15, 30, 40, 42, 55, 69, 72.
(22).	6, 32, 37, 36.
(23).	36, 59, 68, 81.
(24).	9, 17, 25, 36, 42, 43, 44, 45, 59, 67, 68, 76, 81, 89.
(25).	42, 81, 90.
(26).	9, 17, 59, 66, 68, 81.
(27).	9, 44, 45, 59, 81.

APPENDIX B

WORKING PROPOSITIONS*

STUDENT ECONOMIC KNOWLEDGE AND ATTITUDES

1. Students who have not had economic education know little about economics.

2. Students' economic knowledge and attitudes are positively related to sex (male), age, scholastic ability, and socioeconomic level.

EFFECT OF ECONOMIC EDUCATION ON STUDENT KNOWLEDGE

3. Economic education increases students' economic knowledge.

EFFECT OF ECONOMIC EDUCATION ON STUDENT ATTITUDES

4. Economic education affects attitudes toward economic topics and issues.

5. Economic education causes students to lean toward the views of trained economists.

6. Increased economic understanding causes more conservative attitudes on economic issues.

EFFECT ON LEARNING ECONOMICS IN COLLEGE

7. Students who had economic education in secondary school usually score higher than other students in their first economics course in college.

8. Students who did not have economic education in secondary school usually learn more in their first economics course in college--presumably because they did not learn it in secondary school.

TYPES OF STUDENTS

9. Students with higher socioeconomic backgrounds learn more economics from a given course than students with lower socioeconomic backgrounds.

10. Students with higher intelligence learn more economics from a given course than students with lower intelligence.

11. Students with higher scholastic aptitude learn more economics from a given course than students with lower scholastic aptitudes.

12. Students with higher grades learn more economics from a given course than students with lower grades.

---

*These are the generalizations as circulated to reviewers (see Procedures).

13. Students in academic programs learn more economics from a given course than students in vocational programs.

14. Boys and girls learn the same amount of economics from a given course.

15. Students aged 12 years through 17 years can learn economic knowledge and attitudes.

16. Students who are older learn more economics from a given course than students who are younger.

SIZE OF SCHOOLS AND CLASSES

17. Neither school size nor class size have any systematic effect on how much economics students learn.

TYPES OF COURSES

18. Economics can be taught in separate courses.

19. Economics can be taught as a part of courses such as business and industrial arts and history and problems of democracy.

TYPES OF TEACHING METHODS

20. Many methods of teaching economics are equally effective: lectures, textbooks, discussions, games, problem-solving exercises, programmed instruction, audio-visual instruction, television, etc.

21. Students learn more when economics is related to problems they see as meaningful in their own lives.

TEACHER ECONOMIC KNOWLEDGE

22. Secondary school teachers know little about economics.

TEACHER TRAINING

23. Training teachers in economics and/or in how to teach economics is not essential; students will learn if their teachers are given student materials and no training.

24. Training teachers in economics increases student learning.

25. The greater the amount of teacher training in economics, the greater the amount of student learning.

26. Training teachers in how to teach economics increases student learning.

27. The greater the amount of teacher training in how to teach economics, the greater the amount of student learning.

APPENDIX C

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WORKING PROPOSITIONS

EFFECTIVENESS OF ECONOMIC EDUCATION IN SECONDARY SCHOOLS

Appendix

SO 010 231

POLICY STUDIES IN EDUCATION
DECEMBER 1975

Prepared under a grant from
SMITH RICHARDSON FOUNDATION, INC., Greensboro, North Carolina

By
POLICY STUDIES IN EDUCATION
52 Vanderbilt Avenue
New York, New York 10017
(212) 684-6940

A Department of Educational Research Council of America, a not-for-profit, non-stock corporation.

These working propositions were drawn largely from individual research reports and from research summaries prepared by George Dawson, Darrell Lewis, and Charles Orvis.

They were written by Policy Studies in Education as a temporary set of working propositions for use with an accompanying document titled WORKING BIBLIOGRAPHY: EFFECTIVENESS OF ECONOMIC EDUCATION IN SECONDARY SCHOOLS. Recipients of the working propositions and the working bibliography were asked to confirm, refute, modify, or supplement the working propositions and to expand the working bibliography as necessary to support any changes in the propositions.

AUG 1 7 1977

DO YOU HAVE BETTER EVIDENCE ?

WORKING PROPOSITIONS

CONCERNING ECONOMIC EDUCATION
IN SECONDARY SCHOOLS (GRADES 7-12)

We are searching for better evidence and better propositions as to whether current efforts in economic education in grades 7-12 successfully teach economic knowledge and attitudes. And whether knowledge and attitudes affect later economic learning or later economic and political behavior.

We have gone as far as we can go in the library. Now we are turning to recognized experts in the field to give us new leads to recent studies or unpublished works we missed.

To focus your attention, we have written a set of "propositions"--hypotheses partially-supported by previous research. What we need now is more evidence to support--or contradict or modify or replace or extend--those propositions. And we need the sources of that evidence. We are especially interested in the characteristics of successful programs.

Your comments on the propositions will help shape a widely-circulated final report containing updated propositions and updated evidence on the effectiveness of economic education curricula, courses, methods, materials, and teacher training programs in grades 7-12.

The results should help any individual or organization interested in studying, developing, operating, publishing, evaluating, or funding new efforts in economic education.

This is one of a series of undertakings by Policy Studies in Education, an organization specializing in data-based evaluations of educational programs.

THIS BOOKLET CONTAINS

- A set of partially-supported working propositions concerning the effectiveness and the effects of economic education in grades 7-12. Each proposition is supported by citations of one or more sources of evidence which are above average in design, instrumentation, data base, and/or data analysis.

THE ACCOMPANYING BOOKLET CONTAINS

- A working bibliography of research on economic education in secondary schools (grades 7-12).

WE ARE LOOKING FOR

- supported propositions
- rejected propositions
- modified propositions
- new propositions

ON THE BASIS OF EVIDENCE

- we cited
- we cited but misread
- we failed to cite even though it is in our bibliography
- we failed to include in our bibliography

➤ PLEASE RESPOND

by returning booklets with your notations about the propositions on the basis of the evidence you have.

➤ IN RETURN

we will send you

- an updated set of propositions
- an updated bibliography

➤ TO RECEIVE THEM, PLEASE SUPPLY YOUR:

- Name____
- Position______________________________________
  ____
- Institution____________________________________
  ____
- Mailing Address________________________________
  ________________________ ZIP________
- Telephone Number_______________________________

➤ PLEASE RETURN THIS BOOKLET BY DECEMBER 31, 1975

to Henry M. Brickell, Director
or
Mary Carroll W. Scott, Project Associate
POLICY STUDIES IN EDUCATION
52 Vanderbilt Avenue
New York, New York 10017

WORKING PROPOSITIONS BY TOPIC

STUDENT ECONOMIC KNOWLEDGE AND ATTITUDES

1. Students who have not had economic education know little about economics.

2. Students' economic knowledge and attitudes are positively related to sex (male), age, scholastic ability, and socioeconomic level.

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3. Economic education increases students' economic knowledge.

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4. Economic education affects attitudes toward economic topics and issues.

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6. Increased economic understanding causes more conservative attitudes on economic issues.

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7. Students who had economic education in secondary school usually score higher than other students in their first economics course in college.

8. Students who did not have economic education in secondary school usually learn more in their first economics course in college--presumably because they did not learn it in secondary school.

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10. Students with higher intelligence learn more economics from a given course than students with lower intelligence.

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12. Students with higher grades learn more economics from a given course than students with lower grades.

13. Students in academic programs learn more economics from a given course than students in vocational programs.

14. Boys and girls learn the same amount of economics from a given course.

15. Students aged 12 years through 17 years can learn economic knowledge and attitudes.

16. Students who are older learn more economics from a given course than students who are younger.

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17. Neither school size nor class size have any systematic effect on how much economics students learn.

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18. Economics can be taught in separate courses.

19. Economics can be taught as a part of courses such as business and industrial arts and history and problems of democracy.

TYPES OF TEACHING METHODS

20. Many methods of teaching economics are equally effective: lectures, textbooks, discussions, games, problem-solving exercises, programmed instruction, audio-visual instruction, television, etc.

21. Students learn more when economics is related to problems they see as meaningful in their own lives.

TEACHER ECONOMIC KNOWLEDGE

22. Secondary school teachers know little about economics.

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23. Training teachers in economics and/or in how to teach economics is not essential; students will learn if their teachers are given student materials and no training.

24. Training teachers in economics increases student learning.

25. The greater the amount of teacher training in economics, the greater the amount of student learning.

26. Training teachers in how to teach economics increases student learning.

27. The greater the amount of teacher training in how to teach economics, the greater the amount of student learning.

1. Students who have not had economic education know little about economics.

SOURCES OF EVIDENCE:

Schwartz, 1969

Holbo, 1971

~~Nelson, 1971~~ irrelevant!

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☒ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition:

③ Uncited Evidence:

☒ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition:

Please either
- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

Joint Council, 1974

Boddy, Edward S. and Thomas S. Tocco, "The Relationship Between Economic Understanding and the Social Studies Curriculum." THE JOURNAL OF ECONOMIC EDUCATION. New York, New York Spring, 1974.

SAMPLE

1. Students who have not had economic education know little about economics.

SOURCES OF EVIDENCE:

Sorenson, 1966
Daughtrey, 1967
Ellis, 1968
Bennett, 1969
Ganser, 1969
Schwartz, 1969
Holbo, 1971
Jones, 1971
Boddy and Tocco, 1974
Joint Council, 1974

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________________

____

____

③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________________

____

____

Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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____

____

2. Students' economic knowledge and attitudes are positively related to sex (male), age, scholastic ability, and socioeconomic level.

SOURCES OF EVIDENCE:

Dietz, 1963
Alexander, 1969
Paul, 1964
Lumsden, 1970
Smith, 1967

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ________________

③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ________________

Please either
- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

EFFECT OF ECONOMIC EDUCATION ON STUDENT KNOWLEDGE

3. Economic education increases students' economic knowledge.

SOURCES OF EVIDENCE:

Bach and Saunders, 1965
Vivian, 1966 (negative)
Dawson and Bernstein, 1967
Komatos, 1967
Smith, 1967
Sorenson, 1967
Bennett, 1968
Darcy and Powell, 1968
Hunt, 1968
Moyer and Paden, 1968
Saunders, 1968
Ellis, 1969
Lumsden, 1970
Miller, 1970
Morton and Rezney, 1970
Saunders, 1970
Catskill, 1971
Holbo, 1971

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② **Cited Evidence:**

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________________

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③ **Uncited Evidence:**

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________________

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Please either
- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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4. Economic education affects attitudes toward economic topics and issues.

SOURCES OF EVIDENCE:

Contra Costa, 1967

Darcy and Powell, 1968

Hemmer, 1969

Denton, 1974

Luker, 1974

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ________________

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③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ________________

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Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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5. Economic education causes students to lean toward the views of trained economists.

SOURCES OF EVIDENCE:

Hemmer, 1969

Nelson, 1970

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________________

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③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________________

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Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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6. Increased economic understanding causes more conservative attitudes on economic issues.

SOURCES OF EVIDENCE:

Sewell, 1963

Sorenson, 1966

Luker, 1970

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________

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③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________

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Please either
- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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EFFECT ON LEARNING ECONOMICS IN COLLEGE

7. Students who had economic knowledge in secondary school usually score higher than other students in their first economics course in college.

SOURCES OF EVIDENCE:

Paul, 1964

Bach and Saunders, 1965

Dawson and Bernstein, 1967

Moyer and Paden, 1968

Harbury and Szreter, 1970 (negative)

Lumsden, 1970

Saunders, 1970

Heller, 1971 (negative)

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition:

③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition:

Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

EFFECT ON LEARNING ECONOMICS IN COLLEGE

8. Students who did not have economic education in secondary school usually learn more in their first economics course in college--presumably because they did not learn it in secondary school.

SOURCES OF EVIDENCE:

Bach and Saunders, 1965

Dawson and Bernstein, 1967

Moyer and Paden, 1968

Weidenaar, 1972 (negative)

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ________________

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③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ________________

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Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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9. Students with higher socioeconomic backgrounds learn more economics from a given course than students with lower socioeconomic backgrounds.

SOURCES OF EVIDENCE:

Clark, 1960 (negative)	Wilson, 1967
Vivian, 1966	Nelson, 1970
Sorenson, 1966	

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________________

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③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________________

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Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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10. Students with higher intelligence learn more economics from a given course than students with lower intelligence.

SOURCES OF EVIDENCE:

Kamatos, 1967

Wilson, 1967

Hunt, 1968

Highsmith, 1971

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

- ☐ Supports the proposition
- ☐ Refutes it
- ☐ Modifies it to read:
- ☐ Requires the following new proposition: ______________

③ Uncited Evidence:

- ☐ Supports the proposition
- ☐ Refutes it
- ☐ Modifies it to read:
- ☐ Requires the following new proposition: ______________

Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

TYPES OF STUDENTS

11. Students with higher scholastic aptitude learn more economics from a given course than students with lower scholastic aptitudes.

SOURCES OF EVIDENCE:

Clark, 1960
Vivian, 1966
Sorenson, 1966
Thompson, 1968
Hopkins, 1968
Moyer and Paden, 1968
Lumsden, 1970
Heller, 1971
Luker, 1974

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

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③ Uncited Evidence:

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☐ Modifies it to read:
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Please either
- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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12. Students with higher grades learn more economics from a given course than students with lower grades.

SOURCES OF EVIDENCE:

Wilson, 1967

Hunt, 1968

Highsmith, 1971

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ______________

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③ Uncited Evidence:

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☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ______________

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Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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13. Students in academic programs learn more economics from a given course than students in vocational programs.

SOURCES OF EVIDENCE:

Sorenson, 1966

Highsmith, 1971

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
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☐ Requires the following new proposition: ______

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③ Uncited Evidence:

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☐ Refutes it
☐ Modifies it to read:
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Please either
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- attach evidence

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14. Boys and girls learn the same amount of economics from a given course.

SOURCES OF EVIDENCE:

Hunt, 1968

Gentry, 1969

Nelson, 1970

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

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③ Uncited Evidence:

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☐ Modifies it to read:
☐ Requires the following new proposition: ____________________

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Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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15. Students aged 12 years through 17 years can learn economic knowledge and attitudes.

SOURCES OF EVIDENCE:

Sorenson, 1966
Daughtrey, 1967
Ellis, 1968
Bennett, 1969
Ganser, 1969
Schwartz, 1969
Holbo, 1971
Jones, 1971
Boddy and Tocco, 1974
Joint Council, 1974

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
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☐ Requires the following new proposition: ________________

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③ Uncited Evidence:

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☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ________________

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Please either

- cite evidence from the accompanying working bibliography (supply author, year)
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- attach evidence

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16. Students who are older learn more economics from a given course than students who are younger.

SOURCES OF EVIDENCE:

Scriven, 1965 (negative)

Highsmith, 1971

Luker, 1974

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

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☐ Modifies it to read:
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③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: } ____________________

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Please either
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- give full bibliographic reference
- attach evidence

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17. Neither school size nor class size have any systematic effect on how much economics students learn.

SOURCES OF EVIDENCE:

Contra Costa, 1967

Ellis, 1968

Gentry, 1969

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

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☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: } ______________________

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③ Uncited Evidence:

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☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: } ______________________

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Please either {
- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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18. Economics can be taught in separate courses.

SOURCES OF EVIDENCE:

Darcy and Powell, 1968	Highsmith, 1971
Gentry, 1969	Jones, 1971
Miller, 1970	

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

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☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ________________

③ Uncited Evidence:

☐ Supports the proposition
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☐ Modifies it to read:
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Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

19. Economics can be taught as a part of courses such as business and industrial arts and history and problems of democracy.

SOURCES OF EVIDENCE:

Clark, 1960	Emerson, 1969
Saunders, 1968	Miller, 1970
Gentry, 1969	Highsmith, 1971
Jaeckel, 1969	

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

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☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ______________________

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③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
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Please either
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TYPES OF TEACHING METHODS

20. Many methods of teaching economics are equally effective: lectures, textbooks, discussions, games, problem-solving exercises, programmed instruction, audio-visual instruction, television, etc.

SOURCES OF EVIDENCE:

Attiyeh and Lumsden, 1965
Clark, 1967
Contra Costa, 1967
Wilson, 1967
Anderson, 1969
Hemmer, 1969
Reigel, 1969
Anderson, 1970
Cohen, 1970
Nelson, 1971
Kourilsky, 1972

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

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③ Uncited Evidence:

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☐ Modifies it to read:
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Please either
- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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21. Students learn more when economics is related to problems they see as meaningful in their own lives.

SOURCES OF EVIDENCE:

Healy, 1965

Hemmer, 1969

Dudychia, Duff, and Malmer, 1971

Nelson, 1971

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

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☐ Refutes it
☐ Modifies it to read:
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③ Uncited Evidence:

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☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________________

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Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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22. Secondary school teachers know little about economics.

SOURCES OF EVIDENCE:

Bach and Saunders, 1965

Ellis, 1969

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ________________

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③ Uncited Evidence:

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☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ________________

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Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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23. Training teachers in economics and/or in how to teach economics is not essential; students will learn if their teachers are given student materials and no training.

SOURCES OF EVIDENCE:

Saunders, 1968

Nappi, 1971

Luker, 1974

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition:

③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition:

Please either
- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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24. Training teachers in economics increases student learning.

SOURCES OF EVIDENCE:

Saunders, 1968	Highsmith, 1971
Thompson, 1968	Luker, 1974
Hemmer, 1969	Becker, Helmberger, and Thompson, 1975
Catskill, 1971	

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ______________________

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③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ______________________

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Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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25. The greater the amount of teacher training in economics, the greater the amount of student learning.

SOURCES OF EVIDENCE:

Thompson, 1966

Saunders, 1968

Hemmer, 1969

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ______________________

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③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ______________________

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Please either
- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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26. Training teachers in how to teach economics increases student learning.

SOURCES OF EVIDENCE:

Saunders, 1968	Highsmith, 1971
Catskill, 1971	Luker, 1974
Nappi, 1971	

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition:

③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition:

Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

27. The greater the amount of teacher training in how to teach economics, the greater the amount of student learning.

SOURCES OF EVIDENCE:

Saunders, 1968 (negative)

Luker, 1974

Please check and complete:

① ☐ I am not familiar with the evidence one way or the other on this proposition.

② Cited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________________

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③ Uncited Evidence:

☐ Supports the proposition
☐ Refutes it
☐ Modifies it to read:
☐ Requires the following new proposition: ____________________

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Please either
- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

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DO YOU HAVE AN ADDITIONAL PROPOSITION ?

TOPIC: ______________________________

PROPOSITION: ______________________________

SOURCES OF EVIDENCE:

Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

DO YOU HAVE AN ADDITIONAL PROPOSITION ?

TOPIC: ____________________

PROPOSITION: ____________________

SOURCES OF EVIDENCE:

Please either

- cite evidence from the accompanying working bibliography (supply author, year)
- give full bibliographic reference
- attach evidence

1. ____________________

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3. ____________________

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DO YOU HAVE AN ADDITIONAL PROPOSITION ?

TOPIC: ____________________

PROPOSITION: ____________________

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SOURCES OF EVIDENCE:

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- cite evidence from the accompanying working bibliography (supply author, year)
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WORKING BIBLIOGRAPHY

EFFECTIVENESS OF
ECONOMIC EDUCATION IN
SECONDARY SCHOOLS

Appendix E

POLICY STUDIES IN EDUCATION
DECEMBER, 1975

SO 010 231

Compiled as a working bibliography under a grant from
SMITH RICHARDSON FOUNDATION, INC., Greensboro, North Carolina

By
POLICY STUDIES IN EDUCATION
52 Vanderbilt Avenue
New York, New York 10017
(212) 684-6940

A Department of Educational Research Council of America, a not-for-profit, non-stock corporation.

This working bibliography was compiled largely from the work of George G. Dawson, Acting Dean, Long Island Learning Center, Empire State College, State University of New York, P.O. Box 130, Old Westbury, New York, 11568. Dr. Dawson was formerly Director of Research and Publications at the Joint Council on Economic Education in New York City and formerly Director, Center for Economic Education, New York University.

This working bibliography is incomplete and not entirely accurate.

It was compiled by Policy Studies in Education as a temporary working bibliography for use with an accompanying document titled WORKING PROPOSITIONS: EFFECTIVENESS OF ECONOMIC EDUCATION IN SECONDARY SCHOOLS. Recipients of the working bibliography and the working propositions were asked to supplement this bibliography and to correct any inaccuracies when responding to the propositions.

This bibliography is divided into three sections:

- Elementary and Secondary Levels Combined--Pages 1-4.
- Secondary Level: Grades Seven through Twelve--Pages 5-41.
- Secondary and College Levels Combined--Pages 42-46.
- Additional References--Pages 47-49.

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